**Blind Contour, Positive / Negative**

**Essential Standard:**

V.1: Use the language of visual arts to communicate effectively  
Vocabulary, and Elements of Art and Principles of Design

***The students will:***

1. Use right side brain techniques to enhance drawing skills over time.

2. Create 5 drawing to demonstrate focus with elements and principles.

3. Use a rubric for self assessment.

***Input:***

***Monday:***

***Prior Learning:*** Students will look back at Line in their Art Booklets from week 1. They will discuss with neighbor meaning of Line.

***New Learning:*** "What is blind contour drawing?" Students will learn how to increase there right brain power with blind contour drawing. <http://www.youtube.com/watch?v=FKHVqbM_xLU>

Blind Contour Drawing Process:

* While you draw, look only at the object, NOT at your drawing.
* Keep your pen or pencil in CONSTANT contact with the page.
* Draw slowly. If it helps, close one eye while you draw.
* Whenever several lines meet, simply choose a direction and reconnect those lines later.
* Concentrate on practicing your hand-eye coordination instead of worrying about the look of your drawing.

Students will do a blind contour drawing of a glass with straws in it. (3 times)

***Closure:***

Students will show drawings in front of class and explain 2 things they did well and 2 things they can improve. Students will fill out self assessment rubric.

Questions for students can include:

-How is your drawing similar to \_\_\_\_\_\_'s drawing?

-How effective do these blind contour drawings seem at this point?

-Do you think doing more of these will help you?

***Tuesday:***

***Prior Learning:*** Students will go over blind contour faces from Monday.

***New Learning:*** "If I asked you to draw your face, what are some characteristics you would add?" Intro of face drawings. Go over face mapping. Students will draw 3 quick (5 min) face drawings.

***Closure:***

Students will show drawings in front of class and explain 2 things they did well and 2 things they can improve. Students will fill out self assessment rubric.

Questions for students can include:

-How was this similar to the lesson on Wednesday? Different?

-How has your drawing improved so far?

-What feature of the face did you start with and why?

***Wednesday:***

***Prior Learning:*** Students will discuss in groups about space, positive and negative. Then students will fill in a chart on the board with information they brainstormed.

***New Learning:*** Students will watch a video about how positive and negative space is used to create art. (<http://www.youtube.com/watch?v=q3Wx8vDsXuI> ) Then students will complete a formative assessment on positive and negative space.

***Closure:***

*Questions for students can include:*

-How can you distinguish between positive and negative space?

-Can you identify positive and negative space in the pictures provided?

***Thursday:***

***Prior Learning:*** Students will talk to neighbor about positive and negative space characteristics or teacher will read the book (Round Trip by: Anne Jonas).

***New Learning:*** Students will start a 2-day project of a still life that has large amounts of negative space. They will draw both the pos. and neg. space on their paper.

***Closure:***

Students will talk to neighbor about what they need to finish on Friday and fill out self assessment rubric.

***Friday:***

***Prior Learning:*** Students will talk to neighbor about what the ideas behind Thursday's project start were.

***New Learning:*** Students will finish a 2 day project of a still-life that has large amounts of negative space. They will draw the negative space around two chairs.

***Closure:***

Students will finish filling out self assessment rubric for the project and complete a paragraph using the information they learned about positive and negative space and questions below.

*Questions for students can include:*

-How are positive and negative space important to artistic compositions?

-Why is it important to balance positive and negative space?